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ABSTRACT

This teaching unit, Introduction to the Peace Corps, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These ten lessons on the Peace Corps give background information on the Peace Corps, considers the advantages and disadvantages of becoming a volunteer. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#73

A CAREER UNIT FOR GRADES 5 AND 6

INTRODUCTION TO THE PEACE CORPS

(Public Service Occupations Career Cluster)

CE 011 [illegible]

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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February, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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INTRODUCTION TO THE PEACE CORPS

CONTENTS

	Page
FOREWORD	i
RATIONALE	1
GOALS AND PERFORMANCE OBJECTIVES	1
ENTRY LEVEL ASSESSMENT	2
EVALUATION	2
SUGGESTED INSTRUCTIONAL MATERIALS	2
COMMUNITY RESOURCES	3
INSTRUCTIONAL ACTIVITIES 1 - 10	4
TASK CARDS 1 - 18	15

Public Service Occupations Career Cluster

INTRODUCTION TO THE PEACE CORPS

RATIONALE

The world is getting "smaller" everyday. Children are aware of the world around them, and are interested in it, as well. In addition, young people are excited by the idea of doing something worthwhile for others. This is a unit wherein students will explore a different way of having a "job". They will learn about the alternative of joining the Peace Corps as a volunteer.

GOALS

Through this unit, students will:

-Learn what the Peace Corps does.

-Become aware of the origin and history of the Peace Corps.

-Consider some advantages of Peace Corps service.

-Learn about the training required for Peace Corps volunteers.

-See the relationship between school skills and skills needed by Peace Corps volunteers.

-Consider which countries are interested in Peace Corps volunteers and why they would wish such aid.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

-Identify the role of the Peace Corps.

-Name three advantages of joining the Peace Corps.

-Name three disadvantages of joining the Peace Corps.

-List three special skills a Peace Corps volunteer would need.

-Name five school skills which would be useful to a Peace Corps volunteer.

-Give a reason why a country would wish Peace Corps volunteers.

-Identify and point out on the map three countries which presently use Peace Corps volunteers.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of the Peace Corps:

1. What is the Peace Corps?

2. Why might a person want to join the Peace Corps?

3. What school skills would be useful to a Peace Corps volunteer.

4. What kind of special training might a Peace Corps volunteer need?

5. What are some advantages (benefits) a Peace Corps volunteer might derive from his service? Some disadvantages?

6. Why would other countries request service by Peace Corps volunteers?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment should be utilized in this unit:

-Films, books as listed.
-Film projector.
-Paper, art material, felt pens.
-World maps.
-Task cards.

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:

MP 3051 Central America - Geography of the Americas
MP 5880 Guatemala - Nation of Central America
MP 6119 Jack's Visit to Costa Rica
MP 6241 Mexican Village Life
MP 6351 Peru - People of the Andies
MP 6483 South America Today
MP 5477 Beginnings of Conscience

Books:

Title	Author
U.S. Peace Corps	Whittlesey
John F. Kennedy; New Frontiersman	Graves

Reference Materials:

Set of Encyclopedias

COMMUNITY RESOURCES

Steve and Cathy Schilling; former Peace Corps workers; 325-6073; Bakersfield.

Bob Sogge; former Peace Corps worker; 323-9106; Bakersfield.

Gary Creot; from Child Guidance Clinic; past Peace Corps worker with slides and movie; 327-7914; Bakersfield.

Parents or community people who have information about the Peace Corps.

Peace Corps; 300 No. Los Angeles Street; Los Angeles, California; 90012; (904) 377-4240.

Peace Corps; Washington, D.C. 20525.

Post Office (for applications).

INSTRUCTIONAL STRATEGY: LESSONS 1-10

Lesson 1

PURPOSE — To begin to explore the role of the Peace Corps.

MATERIALS

*1. Guest speaker: a present or former Peace Corps volunteer (see suggestions in Community Resources section, front of unit).

**2. Questions on board.

3. Task Cards 1 and 2.

INTRODUCTION — Say: "Today we will begin to learn something about the Peace Corps and how its volunteers serve. To begin with, we are happy to have, as our guest, a Peace Corps volunteer, _____."

CLASS ACTIVITIES

1. Listen to guest speaker.
2. Have a question and discussion session with the guest.

SUMMARY

1. Review what was learned from guest speaker.
2. Reports from students using task cards.
3. Write "thank-you" letters.

*Note: This unit could include an exploration of the VISTA program also. If a VISTA volunteer is available locally, he or she could be an excellent speaker.

**These questions could serve as a guide for the guest speaker and the resulting discussion:

What is the Peace Corps?
Who can join?
What kinds of jobs might one have?
Where would one serve?
For how long does one serve?
What skills and training are needed?

Lesson 2

PURPOSE

To consider the advantages and disadvantages (to the volunteer) of serving in the Peace Corps.

MATERIALS

1. 4 large sheets of ruled news.
2. 4 felt pens.
3. Task Cards 3 through 5.

INTRODUCTION

Say: "People considering joining the Peace Corps must weigh the advantages and disadvantages before making a decision. Today we will think about the pros and cons of Peace Corps service."

CLASS ACTIVITIES

1. Provide 4 groups of 4 or 5 students each with large sheets of newsprint and a felt pen.
2. Ask 2 groups to list all the advantages of Peace Corps service they can think of. Ask the other 2 groups to list the disadvantages.

SUMMARY

1. Groups and individuals share their lists.
2. Reports from students using task cards.

Lesson 3

PURPOSE To understand why special training is needed by Peace Corps volunteers.

MATERIALS

1. Drawing paper.
2. Crayons.
3. Paper and pencils.
4. Task card 6.

INTRODUCTION Say: "Before going to serve in another country, a Peace Corps volunteer is given three months of training. During this time he learns about the history of the country in which he will serve, the way the people think, and the language they speak. Why do you think this is important?"

CLASS ACTIVITIES After a discussion based on the introductory question, the children can illustrate the importance of the training by:

1. Drawing a picture.
2. Writing a paragraph.
3. Performing a short skit.

SUMMARY

1. Sharing of pictures, paragraphs and skits.
2. Reports from students using task cards.

Lesson 4

PURPOSE — To consider what school skills could be useful to a Peace Corps volunteer.

MATERIALS
1. Scramble Puzzle (make ditto master), Worksheet #1, next page.
2. Pencils.
3. Task Cards 7 and 8.

INTRODUCTION — Say: "Today we will be thinking about which skills we learn in school which might be useful to a Peace Corps volunteer."

CLASS ACTIVITIES
*1. Distribute Scramble Puzzle and explain its use.
2. Discuss student results. List skills on board.

SUMMARY
1. Review school skills.
2. Reports from students using task cards.

*Key for Scramble Puzzle

Words that can be found:

History
Geography
Reading
Arthmetic
Cooperation
Responsibility
Independence
Physical Education
Foreign Language

WORKSHEET #1 Name _____

SCRAMBLE PUZZLE

Directions: Within this scramble of letters, you will find the names of nine school skills useful to a Peace Corps volunteer. Find the names and circle them. The words may be written horizontally, vertically or on a slant.

F L B T R S M Z E Q R D N O Z A H P J I M A

T L Z A E R B S N Q E L D B G V U W I O Z F

S S T Y A L G D M N S K U C R E P I Y V N O

B V I U D I E L S D P I X O M V Z O I P E R

I M L J I O O J G O O D O O Q P I O C V X E

P O V B N O G C F I N D E P E N D E N C E I

A T Y H G N R S L O S Y U E B N C X P O W G

X R K L H N A Y V B I F F R P O I N M Z A N

V B I O O L P D S G B S L A J M V B U T W L

P I M T S D H B M K I D R T S D E W P Q I A

J K M N H I Y D F G L O H I S T O R Y S D N

L K J I O M G Y R E I C C O D S A P O F J G

O I U K J E E V B T T D N N O P N C S X F U

I U Y H N B T T V Y Y I F N S J H P L O S A

M C N O K L P S I G R I O P L K J M N C R G

O I K J P H Y S I C A L E D U C A T I O N E

12

Lessons 5 and 6

PURPOSE

To learn about some of the host countries presently using Peace Corps volunteers.

MATERIALS

1. Paper and pencils.
2. Reference books and library books about foreign countries.
3. OPTIONAL: films about possible host countries (see suggestions for films available through Instructional Resource Center, Superintendent of Schools).
4. Film projector.
5. Task Cards 9 through 13.

INTRODUCTION

Say: "Peace Corps volunteers are presently working in about 60 countries. These are called host countries. Can you think of a country that you might want to serve in, if you were a Peace Corps volunteer?"

CLASS ACTIVITIES

1. Each student will choose a country to investigate (students could work in pairs or committees).
2. Discuss the importance of investigating the host country in which a Peace Corps volunteer will serve.
3. Using a variety of reference materials, students will write a report on that country, paying particular attention to:
   Language spoken, religion, climate, standard of living, and political "style".
4. Make maps and drawings to go with reports.

SUMMARY

1. Share reports.
2. Reports from students using task cards.

Lesson 7

PURPOSE

To determine which skills and trades are most needed by host countries.

MATERIALS

1. Poster paper.
2. Crayons.
3. Felt pens.
4. Task Cards 13 and 14.

INTRODUCTION

Say: "If you were the leader of a poor and underdeveloped country, what things would you think is most important for your people to have or to learn?"*

CLASS ACTIVITIES

1. List all responses on chalkboard, and discuss.
2. Ask the students to create a colorful poster advertising the need for a person with a particular skill or trade to come to your country.
3. Do task cards.

SUMMARY

1. Share posters.
2. Reports from students using task cards.

*Possible responses:
Health practices, agricultural advances, education.

Lesson 8

PURPOSE

To become aware of the personality qualities that are needed by a Peace Corps volunteer.

MATERIALS

1. Worksheet #2, personality sketches (form for ditto master follows, next page.)
2. Pencils.
3. Task Cards 15 and 16.

INTRODUCTION

Say: "Along with skills and trades, personality qualities can "make or break" a Peace Corps volunteer. Today we will think about how one's personality qualities could affect one's performance as a volunteer."

CLASS ACTIVTIES

1. Provide each student with the worksheet for the lesson.
2. Students will read and fill out worksheets.

SUMMARY

1. Discussion and sharing of worksheets.
2. Reports from students using task cards.

WORKSHEET #2

Name_____

Date_____

Directions: Read each personality sketch. Rate each (as a Peace Corps candidate) by circling a number from 1 - 5 (1 is a poor rating; 5 is the best). Then tell why you rated as you did.

Mary Jane

Mary Jane is 21 years old. She has just graduated from college, where she studied English. She had thought of becoming a teacher, but wants to do something exciting with her life. During college she lived with her parents. She has never held a job, but she studied hard and did well in college. Mary Jane is a serious person who has always wanted to do something for others. She makes friends slowly, but keeps them for a long time. Some people consider her shy.

1 2 3 4 5

Why:_____

_____

_____

Al

Al has always worked on his father's farm in a small, rural town. He is 26 years old. No one in his family has ever gone to college. They consider it unnecessary and "fancy". In their small town there are only white people of Protestant religions.

Al knows a lot about farming, and is strong and healthy. He is popular around town, being friendly and outgoing.

His family andfriends think he is "crazy" to consider joining the Peace Corps.

1 2 3 4 5

Why:_____

_____

_____

Susan

Susan is a girl who believes totally in the American way of life. She has studied United States history and knows it well. She is a firm believer in American know-how. (She simply adores our plumbing). Susan is so well-informed that she can hold up her end of an argument anytime, anywhere--and she will!

Susan is thirty years old. She has never been married, and doesn't want to be. She can do very well on her own, "thank you". She has proven this by making a great success of a small business which she started on her own.

1 2 3 4 5

Why:_____

Charles

Charles is a man whocame up the hard way. He was educated by experience. His parents were poor. In fact, they came to the United States from Europe with almost no money. They didn't speak English and Charles and his sister had to learn on their own.

Charles is 53 years old. He has a grown son in the Navy and a daughter in college. He, himself, is a successful businessman who knows Spanish and German. His wife died a year ago and he feels the need for a change in his life. He has considered joining the Peace Corps to serve somewhere in Latin America His children think it's "groovy".

1 2 3 4 5

Why:_____

Lesson 9 (OPTIONAL)

PURPOSE — To summarize what students have learned about the Peace Corps.

MATERIALS

1. Pen, paper.
2. Speaker's table or podium.
3. Reference materials.
4. John F. Kennedy; New Frontiersman, by Graves.
5. U.S. Peace Corps, by Whittlesey.

INTRODUCTION — Say: "Today we will begin our final lesson on the Peace Corps. From our work in this lesson we will summarize what we have learned about the Peace Corps and how we have gained a better understanding of it."

CLASS ACTIVITIES

1. Students may wish to make a report on the work of the Peace Corps in a certain country or throughout the world. This report should be written in paragraph form. Pictures are encouraged in the reports.
2. Other students may prefer to do a 3-5 minute oral recruiting talk to the class. Students interested in this should include the origin and history of the Peace Corps, its growth and development, and the necessary requirements to become a member of the Peace Corps. This should be directed as a recruitment talk. Charts and graphs showing the Peace Corps growth and which countries are now being served by the Peace Corps should be encouraged. Posters from Lesson 7 may be used as back drops for each speaker.

SUMMARY — Reports and talks.

Lesson 10

PURPOSE

To evaluate what the children have learned about the Peace Corps.

MATERIALS

1. Tape from pre-test.
2. Tape recorder.
3. Entry Level Assessment.
4. Set of task cards from unit.

INTRODUCTION

Say: "Today we are going to find out how much we've learned about the Peace Corps. First, let's listen to the tape we made before this unit began. Let's find out how much more we know now."

CLASS ACTIVITIES

1. Listen to pre-test.
2. Make a new tape as a post-test.
3. Free use of task cards.

SUMMARY

The tape acts as a summary for the unit. During taping, children should feel free to express their opinions regarding this unit, describing what they might not have liked, as well as what they did like.

TASK CARD 1

THE PEACE CORPS WANTS YOU!

You need:

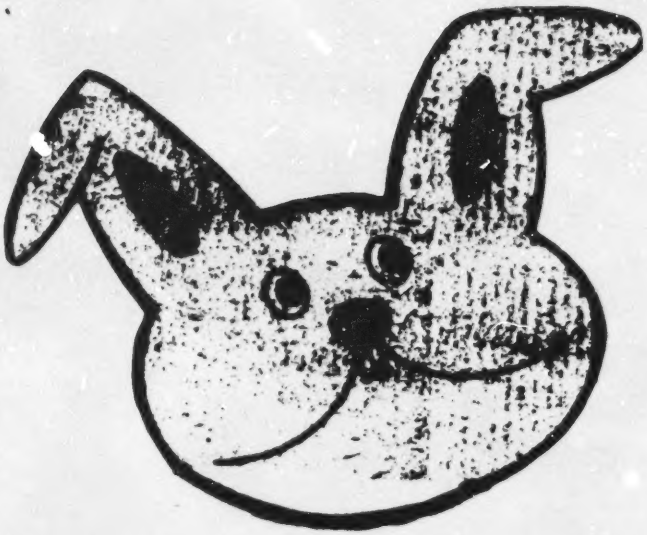
1. pencil
2. paper and envelopes
3. letter-writing ability
4. stamp

Write a letter to Peace Corps Headquarters requesting information about joining. Share your information with the class.

Address: Peace Corps
Washington, D.C. 20525

or

300 North Los Angeles Street
Los Angeles, California 90012



SHOW 'EM

WITH A POEM

You need:

1. pencil
2. paper
3. poetic talent

Write a poem telling about one or more aspects of a Peace Corps volunteer's job.

Read your poem to the class.

WHAT A LIFE

You need:

1. magazines
2. scissors
3. glue
4. piece of chip board

Peace Corps volunteers have to adapt to living conditions very different from those most of us are accustomed to in the United States.

Create a collage showing some of the things one would have to "give up" when serving in an underdeveloped country.

FLY AWAY TO.....

You need:

1. manila paper
2. felt pens

Fold your paper to form a brochure. Imagine you are a recruiter for the Peace Corps. Using words and pictures create a brochure which would encourage people to "join up".

ALL IN A

DAY'S WORK

You need:

1. writing ability/comic flair
2. paper
3. pencil

Write a letter to someone "back home", describing a day in your life as a Peace Corps volunteer. Try to make it as humorous as possible, but be realistic.

TASK CARD 6

THERE'S A MAN WHO SPEAKS MY LANGUAGE

You need:

1. communication skills
2. a friend

Communication is difficult even when both people speak the same language. Peace Corps training includes foreign language lessons so that volunteers can speak the language of the host country.

For practice in communicating, imagine your friend speaks only enough English to do <u>exactly</u> what you say. Then try to tell him how to do something such as putting on a coat.

Trade roles and tasks.

PEACE CORPS

VOLUNTEERS

You need:

1. interviewing ability
2. interview form
3. pencil

If you know someone who has served in the Peace Corps, ask if you may interview him. If he agrees to an interview, pay particular attention to the area of school skills. Ask which skills he felt were of most use and importance to him while serving in the Peace Corps.

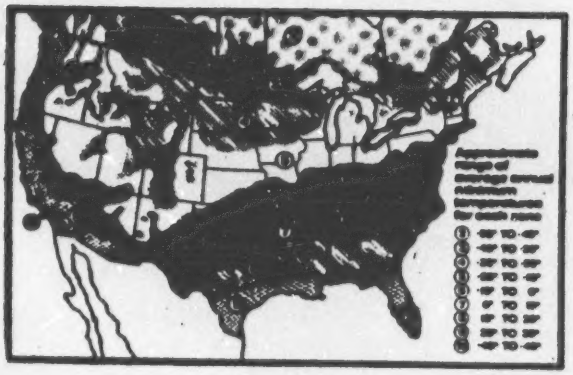
IN BLACK & WHITE

You need:

1. pencil
2. paper

Choose five school skills and list them on your paper. Beside each, tell how a Peace Corps volunteer might use that skill.

MAP IT OUT



You need:

1. drawing paper
2. pencil
3. crayons

Draw and color a relief map of a Peace Corps host country. Make it large and easy to read. Don't forget to include a Key to your map.

You need:

1. letter-writing ability
2. pencil
3. paper

Write to the Embassy of a Peace host country. Ask for information about the country that could help you decide if you'd like to serve there.

Share your information with the class.

You need:

1. encyclopedia
2. pencil and paper

Select a country you would like to spend some time in. Read about it in an encyclopedia.

Write a paragraph telling why you chose the country you did.

CAR FULL OF FACTS

You need:

1. construction paper
2. lined paper
3. pencil
4. crayons
5. research materials

Make a notebook alternating lined paper and drawing paper. Fill your notebook with facts about some host countries. Include things such as: size, population, climate, religion, language, and form of government.

Draw maps and any pictures that would help describe the countries.

DO YOU HAVE A GREEN THUMB?

You need:

1. vegetable seeds
2. good soil
3. container

Agriculture (farming) is of utmost importance in poor and underdeveloped countries. Test <u>your</u> "green thumb" by planting and growing some vegetable seeds.

Be sure to follow the planting directions on the backs of the seed packages.

IS THERE A DOCTOR IN THE HOUSE?

You need:

1. investigative ability
2. pencil
3. paper

Host countries are in need of medical personnel. First think about why this would be so. Then write a paragraph or two telling your thoughts.

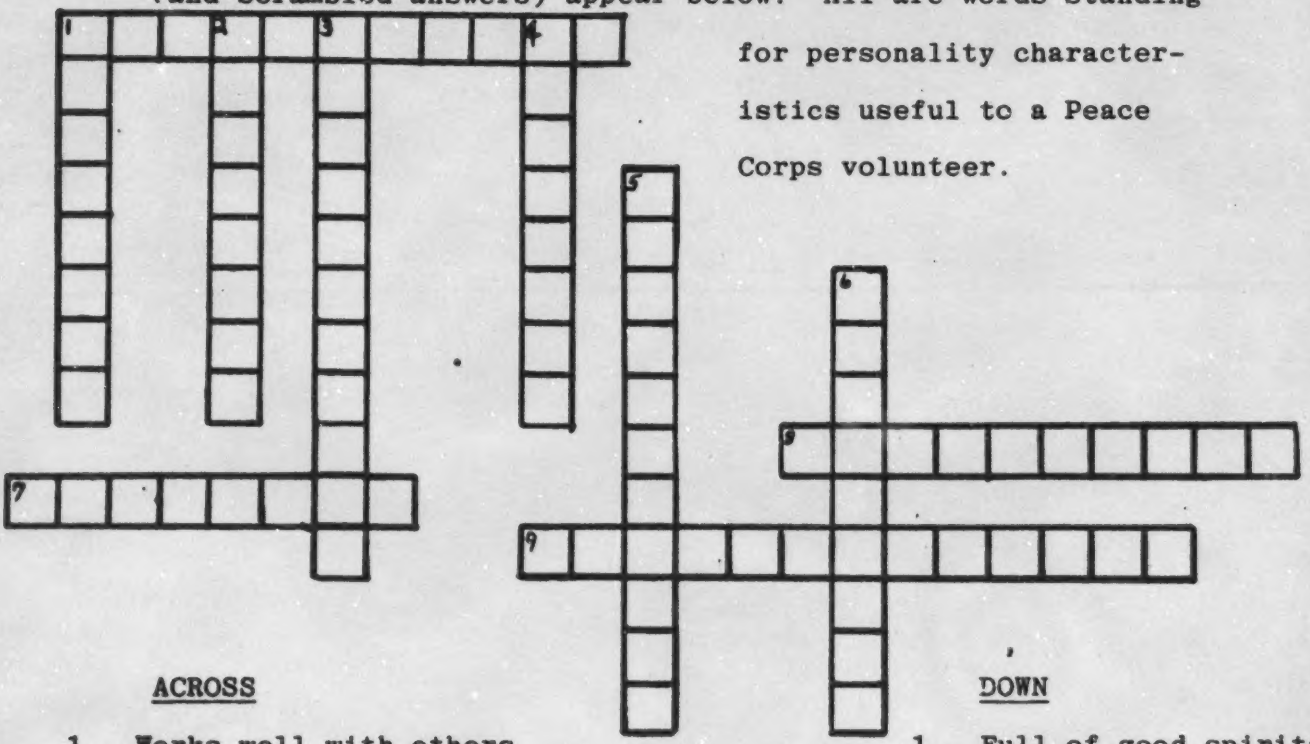
You might try to get more information from our research materials.

CHARACTERISTICS CROSSWORD

You need:

1. pencil
2. graph paper

Using graph paper, copy this crossword puzzle. Definitions (and scrambled answers) appear below. All are words standing for personality characteristics useful to a Peace Corps volunteer.



ACROSS

1. Works well with others (TCEOROPEVAI)
7. Not hostile (YRFEILDN)
8. Reliable (LBDPEEENAD)
9. Sympathetic (DIVGRTSNENADN)
10. Able to endure (NTTRAOLE)

DOWN

1. Full of good spirits (ELFHCERU)
2. Opposite of negative (TPSIVOIE)
3. Trustworthy (SILRPENOSEB)
4. Full of energy and strength (RIGOSVOU)
5. Not relying on others (TNEPIDEDNEN)
6. Approving (GAPTCECNI)

FORMULAS FOR SUCCESS

You need:

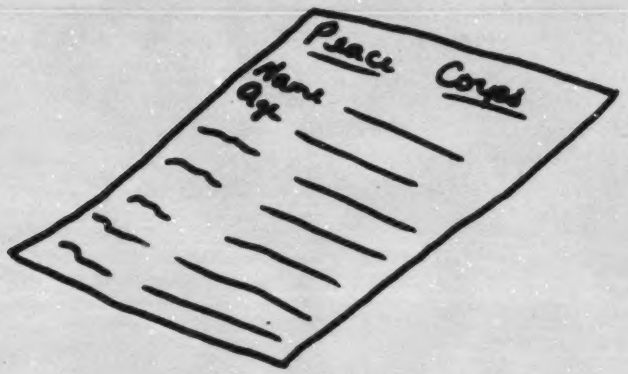
1. pencil
2. paper
3. scientific imagination

Write a "scientific formula" for success as a Peace Corps volunteer. Here is an example:

(lots of desire to learn) + (willingness to work hard) + (adaptability) + (concern for others) = One tired-but-happy Peace Corps volunteer.

34

APPLY HERE



You need:

1. Peace Corps application (may obtain from post office)
2. pencil

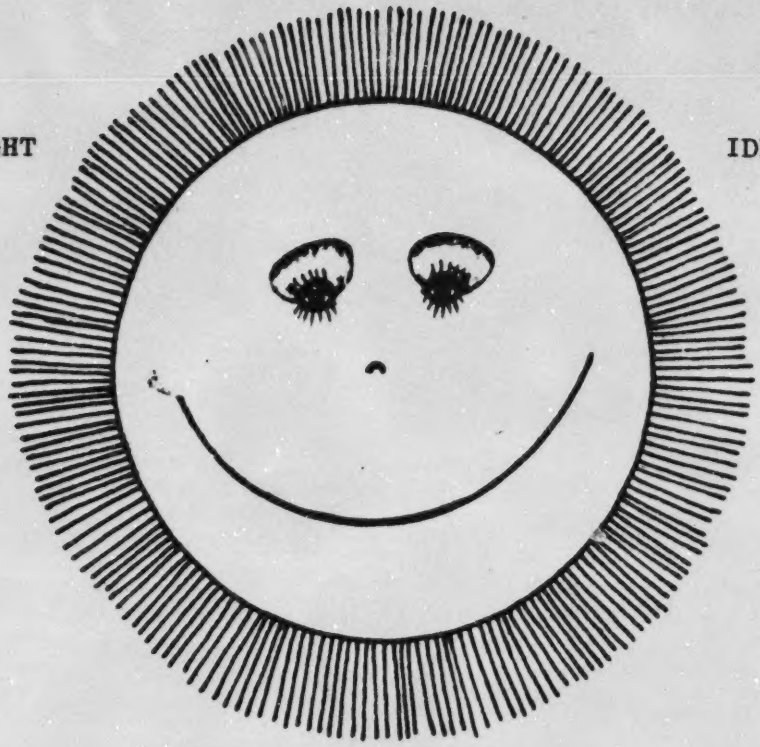
On the basis of your present skills and background, fill out a Peace Corps application.

Take note of which parts you are not yet able to complete.

If a Peace Corps application is not available, write a resumé of your own qualifications of a Peace Corps volunter.

35

BRIGHT IDEA



You need:

1. book - John F. Kennedy; New Frontiersman
2. pencil and paper

Write a brief report about the founder of the Peace Corps. Try to find out what President Kennedy hoped would be the results of volunteer effort.

Share your report with the group.